

Tustin High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Tustin High School
Street	1171 El Camino Real
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7414
Principal	Jon Tuin, Ed.D.
Email Address	jtuin@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/tustin-high
County-District-School (CDS) Code	30-73643-3037553

2022-23 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website Address	https://www.tustin.k12.ca.us/

2022-23 School Overview

Tustin High School is a comprehensive high school serving approximately 2,054 students from central and southern regions of the City of Tustin. The student population demographics are 81% Hispanic, 8.5% White, 3.7% African American, 6.7% Asian, and Pacific Islander, which closely reflects the city's demographics. Tustin High School's academic programs are highlighted by the T-Tech engineering pathway, a Bio-Medical pathway, multiple visual and media arts pathways, a Model United Nations program, and a robust AVID program. (Tustin High School is an AVID National Demonstration School.) Additionally, a wide variety of extracurricular activities are offered as evidenced by 45% of the student population reporting they participate in interscholastic athletic programs and an additional 55% who report they participate in one of the many clubs and other extracurricular activities at Tustin High School.

Our Mission

The mission of Tustin High school is to serve our students with the understanding that diversity of gender, physical and mental ability, culture, and background is a strength to be respected. By providing a diversified and rigorous curriculum, students will achieve 21st-century core competencies and develop the skills necessary to ensure college and career success.

Our Vision

Tustin High School will prepare confident graduates for the demands and opportunities of the future by providing differentiated, relevant, and rigorous curricula utilizing twenty-first-century strategies and technology. The Tiller Team will continue to foster a school community that embraces diversity.

Our simplified version of both our mission and vision is the following:

The Tiller Family . . .

Values Diversity and Community

Engages in Rigorous Learning

Develops 21st Century Competencies

Prepares for Future and Current Success

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	521
Grade 10	537
Grade 11	532
Grade 12	563
Total Enrollment	2,153

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	50.8
American Indian or Alaska Native	0.3
Asian	4.8
Black or African American	1.7
Filipino	1.7
Hispanic or Latino	81.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.1
White	7.9
English Learners	28.1
Foster Youth	0.6
Homeless	4.5
Migrant	0.0
Socioeconomically Disadvantaged	65.2
Students with Disabilities	13.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.20	84.59	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.30	8.48	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.00	1.28	12115.80	4.41
Unknown	6.00	6.93	56.70	6.61	18854.30	6.86
Total Teaching Positions	86.50	100.00	858.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 12, 2022, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) California State Universities: Expository Reading and Writing Curriculum (ERWC) (2003) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D, Course C (2017) District Created Materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study	Yes	0%
Mathematics	Globe Fearon: Fearon's Practical Mathematics for Consumers, 2nd Edition (1994) Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018) Brooks/Cole: Applied Mathematics (2010) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016) Cengage: Single Variable Calculus: Early Transcendentals, 8th Edition (eText) (2016) Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007) Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019) Bedford, Freeman & Worth: Practice of Statistics (eText) (2018)	Yes	0%
Science	Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006) American Guidance Service: Biology (2000)	Yes	0%

	<p>Pearson/Prentice Hall: Biology (Dragonfly) (2007) Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008) Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018) Pearson/Prentice Hall: Chemistry – California Edition (2006) Steck-Vaughn: Modern Chemistry (2006) Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015) Pearson/Prentice Hall: Criminalistics: An Introduction to Forensic Science, 8th Edition (2003) Prentice Hall: Forensic Science: An Introduction (2008) Glencoe/McGraw-Hill: Marine Biology, 6th Edition (2006) Brooks/Cole: Oceanography: An Invitation to Marine Science, 4th Edition (2002) Thomson Brooks/Cole: Oceanography: An Invitation to Marine Science, 6th Edition (2007) American Guidance Service: Physical Science AGS 3.5 (2001) Cengage Publishing: College Physics (2006)</p> <p>Supplemental: Tustin Unified School District developed Units of Study (Biology, Chemistry, and Physics) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>		
History-Social Science	<p>TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman’s Economics AP Course (eText) (2019) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Holt, Rinehart and Winston: Psychology: Principles in Practice (2007) Worth: Myers' Psychology for AP, 2nd Edition (2014) Houghton Mifflin: Sociology: The Study of Human Relationships (2008) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 17th Edition (eText) (2020) TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)</p>	Yes	0%
Foreign Language	<p>Prentice Hall: Allons Au-Dela! (2012) Cseng and Tsui: Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2006), Integrated Chinese Level 1, Part 1 - Simplified Character Workbook 2nd Edition (2007), Integrated Chinese Level 1, Part 1 - Traditional Textbook 2nd Edition (2005), Integrated Chinese Level 1, Part 2 - Traditional Textbook - (2005), Integrated Chinese Level 1, Part 2 – Simplified Character Workbook (2007), Integrated Chinese Level 1, Part 2 – Traditional Workbook, 2nd Edition (2005), Integrated Chinese Level 2, Part 1 - Traditional Textbook 3rd Edition (2010), Integrated Chinese</p>	Yes	0%

	<p>Level 2, Part 1 – Traditional Workbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Textbook 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Traditional Workbook 3rd Edition (2010) EMC Publishing: Tes Branche 1 (2014) Glencoe/McGraw-Hill: A Bord, Level 2 (1998), En Voyage, Level 3 (1998), Tresors du Temps (1997) Prentice Hall: Allons Au-Dela! (2012) Pearson Education: AP French, Preparing for the Language and Culture Examination (2012) Cambridge University Press: Cambridge Latin Course Unit 1, 4th Edition (2000) Bolchazy-Carducci Publishers & Inc.: Vergil’s Aeneid Virgil (Translated) (1988), Vergil’s Aeneid 10 & 12: Pallas & Turnus (2000) Random House: The Aeneid Virgil (Translated) (1990) Holt, Rinehart and Winston: Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000) Prentice Hall: Abriendo Paso Gramatica (2007), Abriendo Paso Temas y Lecturas (2014), AP Spanish: Preparing for the Language and Culture Examination (2014) Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014) Pearson/Prentice Hall: Sendas Literarias, Level 1 (2001), Sendas Literarias, Level 2 (2001) McDougal Little: Tu Mundo: La Ciberedicion (2002) Heath, D.C.: Nuestro Mundo (2002)</p> <p>District created Supplemental Units of Study - Chinese, French, Spanish</p>		
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
Visual and Performing Arts	LTD Publications Guitar Method Book 1 (2009) ITP Gardner’s Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials		0%

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Founded in 1921, Tustin High School was a stately two-story structure surrounded by miles of orange groves and other agribusinesses-thus the school mascot, Tustin "Tillers". Forty years ago, construction crews rebuilt Tustin to a one-story sprawling campus to ensure it met Field Act standards, and regulations to ensure the integrity of structures during a major earthquake. Today's campus consists of twenty-two single-story buildings and seventeen portable classrooms along with a new two-story Science Center, a Sports Pavilion, and a new two-story Humanities building. Tustin High School is located on thirty-eight acres of land in the middle of the City of Tustin and houses the District football stadium. The campus also includes two baseball fields, two softball fields, an Olympic-sized swimming pool, two soccer fields, eight tennis courts, and a 400-meter track. In 2003, a school improvement bond passed, allowing THS to upgrade its signage, most restroom facilities, building entrances, and countertops in offices. THS is currently undergoing a Master Plan process for the modernization of the current school site. Modernization of the student quad was completed in March of 2010 and construction of a new Science center was completed in the spring of 2011. Modernization of Special Education and Mathematics classrooms was completed in the Summer of 2010. Our new Sports Pavilion was finished in the Spring of 2012. Additionally, a complete renovation of the administrative office was completed in 2015, and a new two-story Humanities building was completed during the summer of 2016. Across the street from our main campus, we completed work on two softball fields, and a new ancillary artificial turf field to be marked for use by football, soccer, and lacrosse programs. Additionally, Solar panels were installed in 2018 over our parking lot that provides more inexpensive energy and shade for cars. Our most recent facility upgrade occurred in the Spring of 2019 when the weight room was completely renovated and upgraded to a state-of-the-art facility.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	57	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	500	488	97.60	2.40	57.17
Female	262	256	97.71	2.29	59.38
Male	237	231	97.47	2.53	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	81.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	406	397	97.78	2.22	53.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	78.38
English Learners	128	122	95.31	4.69	15.57
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	325	317	97.54	2.46	51.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	59	95.16	4.84	15.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	500	478	95.60	4.40	20.96
Female	262	250	95.42	4.58	20.88
Male	237	227	95.78	4.22	21.15
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	68.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	406	389	95.81	4.19	14.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	35	92.11	7.89	42.86
English Learners	128	119	92.97	7.03	4.24
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	325	310	95.38	4.62	16.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	58	93.55	6.45	3.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.92	--	40.11	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1043	984	94.34	5.66	19.92
Female	544	515	94.67	5.33	18.06
Male	497	467	93.96	6.04	22.06
American Indian or Alaska Native	--	--	--	--	--
Asian	55	54	98.18	1.82	48.15
Black or African American	15	14	93.33	6.67	7.14
Filipino	16	16	100	0	56.25
Hispanic or Latino	832	786	94.47	5.53	14.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	58.33
White	99	89	89.9	10.1	41.57
English Learners	238	215	90.34	9.66	1.4
Foster Youth	--	--	--	--	--
Homeless	43	39	90.7	9.3	2.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	673	632	93.91	6.09	15.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	145	126	86.9	13.1	4.76

2021-22 Career Technical Education Programs

Tustin Unified School District provides students with rigorous, real-world learning opportunities that extend and apply their knowledge and skills beyond high school, supporting educational goals and career aspirations. The combination of engaging academics, Career Technical Education (CTE), early college credit opportunities, and a variety of real-world experiences support all students in becoming college and career ready. Tustin Unified has an extensive list of CTE committee members including staff and students from Tustin HS, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film, and business development industries.

CTE Pathways offered at Tustin High School include the following: Biomedical Technology, Digital Film & Video Production, Engineering, Graphic Design, Music Technology, and Visual Imagery.

Tustin High School works in conjunction with Coastline ROP. The partnership includes the following courses within our CTE pathways: Music Technology, Visual Imagery, Introduction to Product Design and Engineering, and Engineering Design and Development.

Tustin High School implemented a California Partnership Academy "T-Tech" Technology and Engineering Academy. The curriculum for the 9th-grade Introduction to Engineering course, which is the first class of the academy, is provided through Project Lead the Way. The courses offered in the academy compose two pathways:

1. Engineering - Introduction to Engineering, Product Design and Engineering, Principles of Engineering, Engineering Design, and Development
2. Software Engineering - Introduction to Engineering, Product Design and Engineering, Computer Science Principles, Computer Science A

The engineering pathway provides students an opportunity to receive a professional certification in the SolidWorks 3D modeling software that would allow them to pursue jobs directly out of High School or to articulate directly to a four-year technology program. Software engineering students will be proficient in Python, JavaScript, and App Development software upon graduation. Additionally, Juniors in our T-Tech program are eligible to apply for summer engineering internships with local engineering firms and corporate partners that include Boeing and UPS. All T-Tech students will gain experience in developing a work portfolio and resume.

Our Biomedical Pathway is a Project Lead the Way Pathway that is in its sixth year of implementation. Currently, we offer Principles of Bio-Medical Technology, Human Body Systems, Medical Interventions, and the 4th capstone course, Medical Innovations.

The Graphic Design Pathway includes three levels of Graphic Design with an optional internship focused on providing real-world experience in the industry. The pathway prepares students to be portfolio-ready using comprehensive Adobe software while receiving client-based experiences.

Our Digital Film and Video Production Pathway also develops industry-standard skills in the context of authentic filmmaking and video production experiences. Our Tiller Weekly News Broadcast is a featured aspect of the program and teaches students applicable skills both in front of and behind the camera.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	666
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.08
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	58.49

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.0%	95.1%	95.1%	95.3%	94.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor (HS) and work together to develop the student's educational plan and goal-setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of

2022-23 Opportunities for Parental Involvement

EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Tustin High School participate in activities such as Title I Parent Meeting, Tustin Tea, PTO Meetings, Booster Club meetings among a variety of sports and programs, and our highly attended Hispanic Heritage Event. We added a Community Specialist position to specifically increase community engagement and this addition has already paid off in higher levels of parent involvement in several events, including our Hispanic Heritage Event. One of the main goals for the year for our Community Specialist is to create a Community Room for parents to come and participate in not only school meetings, but daily support through resources contained in the classroom. The room will be furnished and ready to go by the end of the 2022-2023 school year.

For more information on how to become involved at the school, please contact Pat Hsieh at (714) 730-7414.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.7	2.8		2.9	2.3		8.9	7.8
Graduation Rate		94.9	95.8		94.5	96.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	565	541	95.8
Female	290	282	97.2
Male	274	258	94.2
American Indian or Alaska Native	--	--	--
Asian	24	24	100.0
Black or African American	--	--	--
Filipino	11	11	100.0
Hispanic or Latino	440	424	96.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	9	81.8
White	64	59	92.2
English Learners	127	115	90.6
Foster Youth	--	--	--
Homeless	43	39	90.7
Socioeconomically Disadvantaged	460	441	95.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	95	89	93.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2250	2213	410	18.5
Female	1102	1087	202	18.6
Male	1144	1122	205	18.3
American Indian or Alaska Native	8	8	1	12.5
Asian	107	105	8	7.6
Black or African American	41	41	11	26.8
Filipino	40	37	5	13.5
Hispanic or Latino	1840	1811	342	18.9
Native Hawaiian or Pacific Islander	11	11	2	18.2
Two or More Races	25	24	5	20.8
White	175	173	35	20.2
English Learners	657	642	145	22.6
Foster Youth	23	20	7	35.0
Homeless	101	101	31	30.7
Socioeconomically Disadvantaged	1532	1506	310	20.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	339	331	111	33.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.68	0.93	2.45
Expulsions	0.21	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.47	3.24	0.10	2.01	0.20	3.17
Expulsions	0.00	0.27	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24	0.27
Female	2.27	0.09
Male	4.20	0.44
American Indian or Alaska Native	0.00	0.00
Asian	1.87	0.00
Black or African American	9.76	0.00
Filipino	2.50	0.00
Hispanic or Latino	3.21	0.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	2.86	0.00
English Learners	5.33	0.76
Foster Youth	13.04	0.00
Homeless	5.94	0.00
Socioeconomically Disadvantaged	3.79	0.39
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.44	1.77

2022-23 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 10/10/2022

Date Updated and Approved by SSC: 10/10/2022

Date Discussed by Staff: 8/12/2022

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, attestation plan for COVID-19, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

The Tustin High School Safety Plan was designed to enable students, employees, and parents to respond appropriately in a disaster. The committee is made up of administrators, certificated and classified staff, and may include parents or students. The group evaluates current practices and makes recommendations to the School Site Council, and then the plan is shared with the staff at a staff meeting at the beginning of the year. Parents have been notified about where and how to pick up their children through a Parent Newsletter. Every year the Fire Department inspects the school to ensure that the safety equipment is working properly. In addition, the Tustin Unified School District Maintenance Department and the site's custodial staff work to provide a clean, safe, and functional campus for students, staff, and the Tustin community. As a result of the safety plan annual school safety drills for students and staff are conducted.

Additionally, during the 2022-23 school year, all TUSD schools and district departments participated in a training called Knowledge Saves Lives, which prepares schools for Active Shooters or various safety situations that may arise. We also trained office staff, custodians, administration, and campus supervisors in the "Stop the Bleeding" professional development to know how to stop bleeding in the case of an event warranting such intervention.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	6	28	40
Mathematics	30	10	24	38
Science	33	8	13	41
Social Science	31	13	12	34

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	11	15	47
Mathematics	31	13	19	41
Science	32	6	16	39
Social Science	30	12	12	39

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	11	25	37
Mathematics	29	14	22	33
Science	30	9	21	28
Social Science	29	15	15	33

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	307.57

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,115	\$3,667	\$8,384	\$90,134
District	N/A	N/A	7,840	\$91,764
Percent Difference - School Site and District	N/A	N/A	6.7	-1.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	23.9	5.4

2021-22 Types of Services Funded

Tustin High School receives funding for Title I categorical programs, unduplicated students (ELL, Foster, and Homeless Youth), and at-risk learners. These funds are allocated to our school site in addition to base funding to support all students. These program funds include LCFF-EL, ESSER, and Schoolwide Title I Program funds. The funds, which are strategically planned and monitored through the SPSA, are primarily focused on at-risk and unduplicated pupils, but the actions supported by these funds may support all students. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students.

The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The categorical funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources. Some specific ways these funds are allocated include an additional counselor, social worker, intervention lead teacher, intervention lead counselor, restorative practice professional, para for EL support, and office personnel to support communication with parents and attendance. Also, multiple sections of Study Skills and English Language Development and Academic Support are possible because of this additional funding. Beyond the addition of key personnel to support our students in a variety of ways, we also used the funds for instructional materials and supplies, instructional technology, and professional development.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from. Some of these district and school-wide technology programs include Lexia, Freckle, Lexia English, Newsela, Actively Learn, Gizmos, Quill, and Paper (An online tutoring support accessible 24/7 for all students).

As listed in our SPSA, the above resources are focused on supporting the following goals:

All students will participate in a school-wide Multi-tiered System of Support through in-class instruction and when needed, supplemental instruction utilizing specialized instructional staff and instructional aides to deliver targeted academic instruction that improves and enhances student achievement.

Driven by LCAP goals of Engagement, Pupil Outcomes, and Conditions of learning, Tustin High School will continue to refine and further develop MTSS systems for Academic, Social-Emotional, Behavioral, and Attendance/Engagement. Strategically planned actions will primarily target unduplicated students, but under the MTSS umbrella, we will work hard to ensure continued growth and improved outcomes for all students. All actions under Goal 1, will directly work on supporting all students' needs in academic, social, emotional, and behavioral areas to impact overall student learning and achievement.

Based on results from conducting a Comprehensive Needs Assessment, the following areas of need were identified through a Review of Performance:

1. School Culture
2. Quality of Instruction (Tier I)
3. Intervention (Tier II - Academic and Socio-Emotional)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,195	\$51,081
Mid-Range Teacher Salary	\$85,813	\$77,514
Highest Teacher Salary	\$114,221	\$105,764
Average Principal Salary (Elementary)	\$140,633	\$133,421
Average Principal Salary (Middle)	\$149,232	\$138,594
Average Principal Salary (High)	\$166,315	\$153,392
Superintendent Salary	\$356,744	\$298,377
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	17.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	3
Foreign Language	4
Mathematics	4
Science	5
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	30

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all-district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

As a school, we focus on providing ongoing professional development opportunities that are aligned with our students' needs. At Tustin High School, teachers participate in an ongoing PD model as part of our late start Wednesdays, which we call DOT (Delayed On Time) Starts. Students start an hour and a half later on Wednesday and this time is allotted for various configurations of PD all focused on responding to data and learning about how to better support our students. Our Wednesdays include the following formats for delivery: 1) Whole faculty PD where data and professional learning are considered that connect to school-wide goals and implementation. 2) Department PD where data and instructional practices are looked at in the context of similar courses. 3) WASC/AVID/EL - PD focused on the school-wide implementation of practices to support student learning aligning with the structures associated with WASC, AVID (WICOR Strategies - Writing, Inquiry, Collaboration, Organization, and Reading) and supporting our EL learners. 4) Individual Professional Development Integration is time for teachers to plan, develop and prepare based on the expectations from the other PD opportunities.

The STAR Reading data provided an important foundation for determining the reading levels of students and for determining their current English language levels. Strategies and resources were part of the professional development conversation in a focused attempt to improve language levels among our EL learners and the reading level of all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11